Emergency Response & Crisis Management
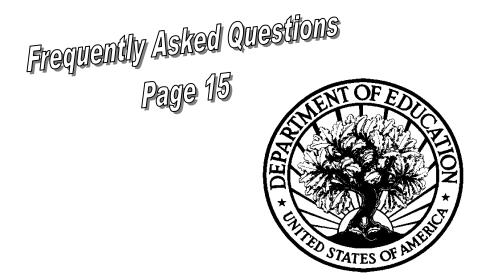
A Grant Competition to Improve and Strengthen School Emergency Response and Crisis Management Plans
(CFDA # 84.184E)

Information and Application Procedures
FY 2003

Application Deadline: June 30th, 2003

Frequently Asked Questions
Page 15

OMB No. 1890-0009   Expiration Date: 06/30/2005

U.S. Department of Education
Office of Safe and Drug-Free Schools

A technical assistance webcast for applicants will air in early June. Please visit www.ed.gov/emergencyplan for exact date.

May 2003

Dear Colleague:

Thank you for your interest in applying for the Emergency Response and Crisis Management grant (CFDA 84.184E) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

This grant competition will provide funds to local educational agencies (LEAs) to improve and strengthen emergency response and crisis management plans, including training school personnel, students and parents in emergency response procedures and coordinating with local law enforcement, public safety, health and mental health agencies. Applicants must work with their communities to develop meaningful partnerships that will support and sustain their emergency response plans. To obtain the partner signatures required to be considered for funding under this competition, we strongly encourage all applicants to use the partner certification at the back of this application. In addition to signatures, applicants must include descriptions of the roles and responsibilities of each partner in the strengthening and improving of the plan.

Secretary Paige has made the review and revision of school emergency response and crisis management plans one of the Department's strategic objectives. To help schools prepare, the Department has developed recommendations for implementing school emergency response, evacuation and parental notification plans for schools. Practical Information on Crisis Planning: A Guide for Schools and Communities provides the key concepts and components of good emergency response and crisis planning. Every applicant to the Emergency Response and Crisis Management grant should review the Guide and address the four steps it identifies to emergency planning -- Mitigation/Prevention, Preparedness, Response and Recovery – in its application. This Guide can be found at www.ed.gov/emergencyplan.

We look forward to receiving your applications.

Cordially,

Judge Eric Andell

Office of Safe and Drug-Free Schools
Emergency Response & Crisis Management
A Grant Competition to Improve and Strengthen School Emergency Response and Crisis
Management Plans

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INTRODUCTION

Purpose
The Emergency Response and Crisis Management grant competition is for local educational agencies (LEAs) to improve and strengthen school emergency response and crisis management plans including training school personnel, students and parents in emergency response procedures and coordinating with local law enforcement, public safety, health and mental health agencies.

Authority
The authority for this program is found in 20 U.S.C. 7131.

Note to Applicants
This is a complete application package for the Emergency Response and Crisis Management grant competition. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for a grant.

The official document governing this competition is the Notice Inviting Applications, published in the Federal Register on May 16th, 2003. This information is also available electronically at the following web sites: http://www.ed.gov/legislation/FedRegister/, www.ed.gov/offices/OSDFS and www.ed.gov/emergencyplan

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of the competition (**84.184E**) for which funds are being requested.

Applicable Regulations
The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 85 (Government wide Debarment and Suspension Nonprocurement) and Government wide Requirements for Drug-Free Workplace (Grants))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy),
as well as
- The regulations in 34 CFR part 299

Contingent upon the availability of funds, we may make additional awards in Fiscal Year (FY) 2004 from the rank-ordered list of unfunded applications from this competition.

Eligible applicants
LEAs with a significant need for emergency preparedness improvements and a lack of fiscal capacity to implement these improvements.

Project Period
These grants can be completed for one 18-month period. No continuation awards will be provided. Budgets should be completed for 18 months.

Estimated Range of Awards
Under this grant competition, an estimated 150 awards, ranging from $100,000 – $500,000 will be made with an average grant size of $250,000. We estimate that: a small school district (with 1-20 school facilities) will need up to $100,000 for the 18-month period; a medium-size school district (with between 21 and 75 school facilities) will need a maximum of $250,000 for the 18-month period; and a large-size school district (with 76 or more school facilities) will need a maximum of $500,000 for the 18-month period. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. The U.S. Department of Education is not bound by any estimates in this application package.

Application Due Date
All applications must be postmarked on or before June 30th, 2003. Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 PM Washington, D.C. Time on June 30th, 2003. Applications may not be emailed or faxed. Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted.

Paperwork Burden Statement
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimated to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E332, Washington, DC 20202-6450.

Required Forms
       ED-424 (Application for Federal Assistance and Instructions)
       ED-524 (Budget Information—Non-Construction Programs and Instructions)
       SF-424B (Assurances—Non-Construction Programs)
       ED 80-0013 (Certifications Regarding Lobbying, Debarment, Suspension, and Other
         Responsibility Matters; and Drug-Free Workplace Requirements)
       ED 80-0014 (Certification Regarding Debarment, Suspension, Ineligibility and Voluntary
         Exclusion: Lower Tier Covered Transactions)
       SF-LLL (Disclosure of Lobbying Activities and Instructions)

I. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Create a culture of achievement.

GOAL 2: Improve student achievement.

GOAL 3: Develop safe schools and strong character.

GOAL 4: Transform education into an evidence-based field.

GOAL 5: Enhance the quality and access to postsecondary and adult education.

GOAL 6: Establish management excellence.

We may choose to develop performance indicators for Emergency Response and Crisis Management grants in accordance with GPRA. If indicators are developed, grantees will be asked to provide information that relates to participant outcomes and project management.

In the absence of specific performance indicators, however, grantees are expected to develop and implement evaluation plans capable of demonstrating the impact the grant funds have had on target populations and relevant project objectives.

II.   TIPS FOR APPLICANTS

A technical assistance webcast for applicants will air in early June. The exact date will be listed on www.ed.gov/emergencyplan as it becomes available. In the meantime, more tips for applicants can be found at http://www.ed.gov/offices/OSDFS/tech/

A. Before You Begin

- Read this application package in its entirety, follow all of the instructions carefully, pay particular attention to those items in italics.
- Use the tools we have provided to help you, including:
  --the partner certification
  --frequently asked questions in this application package (page 15); and
  --how to apply for a grant on our Web site at www.ed.gov/offices/OSDFS.
- If you are uncertain about any aspects of this application package, contact the competition manager for clarification (contact information appears on last page of this application).

B. Preparing Your Application

- Be sure your application includes a budget request (ED Form 524) for a 18-month period, and that you have completed the budget narrative justification.
- Be sure your application includes signed agreements from the head of your local government, community-based law enforcement, public safety, health, and mental health. We advise using the certification provided to help you make sure that appropriate signatures have been obtained.
- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so we can easily determine how the funds will be spent.
- Link your planned expenditures to the goals and objectives of your program. Be sure to demonstrate that your proposed expenditures are necessary to carry out your program. Do not request funds for miscellaneous purposes.

C. Submitting Your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure you have met the absolute priority and included the signed agreements from law enforcement, public safety, health, mental health and the chief executive officer (again, we recommend you use the certification).
- Make sure all required forms are signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use e-applications, follow the instructions on the e-Application Web site.

D. Next Steps

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you an assigned number. Please refer to this number if you need to contact us about your application.
- OSDFS staff screen each application to ensure that all program eligibility requirements are

met, signatures from partners are included and all forms are included.
- Your application will be assigned to a three-person panel of peer reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.
- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the comments prepared by the peer reviewers.

III. GENERAL INFORMATION AND REQUIREMENTS

Background
Families trust schools to keep their children safe during the day. Thanks to the efforts of millions of teachers, principals, and staff across America, the majority of schools remain a safe haven for our nation's youth. The unfortunate reality is, however, that at some point every school district in this country will be touched either directly or indirectly by a crisis of some kind.

Natural disasters such as floods, earthquakes, fires, and tornados can strike a community with little or no warning. School shootings, threatened or actual, are extremely rare, but are traumatizing and disruptive when they occur. The tragic events of September 11, 2001, made us aware that in addition to planning for traditional crises and emergencies, schools must now plan to respond to possible terrorist attacks on campus or in the community. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death.

The Emergency Response and Crisis Management grant will enable school districts to improve and strengthen their crisis plans to include:
1. All four phases of crisis management: mitigation/prevention; preparedness; response; and recovery;
2. Agreements to coordinate among education, local government, and community-based law enforcement, local government, public safety, health, and mental health in the strengthening and improving of the plan;
3. A comprehensive plan that considers all possible hazards and crises;
4. Support from top leadership;
5. Pre-established and specific roles for faculty, parents, students and first responders;
6. Drills and exercises for staff and students;
7. Intention to review, revise and update the plan to reflect what works, what doesn't, and address emerging crises;
8. A district plan and a plan for each school building;
9. A plan that doesn't leave any child behind -- addressing needs of all populations; and
10. Emergency equipment and technology (but not as a majority of the requested funding).

Each community has its own history, culture, and way of doing business. Schools and districts are at risk for different types of crises and have their own definitions of what constitutes a "crisis." Crisis plans need to be customized to communities, districts, and schools to meet the unique needs of local residents and students, and address state and local school safety laws. Therefore, conducting needs assessments to determine the kinds of hazards schools may face is important. Are schools near an airport or a military base? Have schools instituted sound and

effective violence prevention strategies? Are schools' physical plants able to withstand natural disasters your region may encounter? In addressing those potential hazards, emergency response plans should address those hazards through every phase of crisis management: mitigation/prevention; preparedness; response; and recovery. In addition, crisis plans must consider the specific needs of all populations – particularly children with disabilities and students whose first language is other than English.

We have found that strong plans involve key community groups, such as fire, police, first-responders and mental health providers in the development and in the practicing of the plan. First responders and mental health professionals should be familiar with schools and students before a crisis occurs.

Schools play an essential role in ensuring the safety of their students in the event of any kind of crisis. Accordingly, over the past 18 months the U.S. Department of Education has been involved in the following efforts to help schools understand that important role: [more information on some of these efforts can be found at www.ed.gov/emergencyplan]

- The U.S. Department of Education has developed "Practical Information on Crisis Planning: A Guide for Schools and Communities" that identifies some of the key principles in developing crisis management plans.

- In collaboration with U.S. Department of Homeland Security Secretary Ridge, Secretary Paige unveiled a new section on the U.S. Department of Education website www.ed.gov/emergencyplan designed to be a "one-stop-shop" of resources to help school officials plan for any emergency, including natural disasters, violent incidents and terrorist acts.

- The U.S. Department of Education worked with the U.S. Secret Service to develop a Threat Assessment Guide to provide educators with practical advice on differentiating between persons making idle threats and those posing actual threats.

- Department leaders meet on a regular basis with the chiefs of school police of the nation's 40 largest school districts. The chiefs help provide the department with a better understanding of the problems they face regarding school crime and terrorist threats and possible solutions. This effort will be continued and expanded.

- The U.S. Department of Education worked closely with the federal Bureau of Alcohol, Tobacco, and Firearms to develop and disseminate materials that will help school officials develop strategies for prevention of bomb threats and for handling them effectively when they occur.

- In February 2002, Secretary Paige hosted government officials from Canada, France, Japan, Israel, Mexico, Ireland, Spain, Turkey, the United Kingdom, and the United States to discuss strategies for helping schools prepare for and respond to terrorist attacks. The purpose of the meeting was to understand the potential for terrorism as a school security issue and to evaluate the associated risks, as well as to gain an international understanding and dialogue on this issue. We continue to exchange information in this way about policies and practices that have worked in the past, as well as those that have not been effective in protecting

schools and students from terrorism; identify immediate needs for information exchange, research, technology and training among the participating nations; and establish a network and process for continuing discussion and collaboration.

- In May 2002, the U.S. Department of Education, U.S. Department of Health and Human Services/Centers for Disease Control and Prevention, Federal Emergency Management Agency, and Federal Bureau of Investigation hosted a teleconference to provide state and local educational, health, emergency management, law enforcement and homeland security agencies with updated information on biological, chemical, and radiological threats; answer questions about school preparedness and response; and describe roles of partnering agencies in the case of a terrorist threat.

- Most recently, this grant competition, which will help school districts improve and strengthen emergency response and crisis management plans. Funds can be used to train school personnel, parents and students in crisis response; coordinate with local emergency responders including fire and police; purchase equipment; and coordinate with groups and organizations responsible for recovery issues, such as health and mental health agencies.

REQUIREMENTS

Participation by Private School Children and Teachers
LEAs that receive a grant are required to provide for the equitable participation of eligible private school children and their teachers or other educational personnel. In order to ensure that grant program activities address the needs of private school children, timely and meaningful consultation with appropriate private school officials must occur during the design and development of the program. Administrative direction and control over grant funds must remain with the grantee.

Maintenance of Effort
LEAs may receive a grant only if the state educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined effort or aggregate expenditures for the second preceding fiscal year.

Evaluation Requirement
Successful applicants are required to evaluate the effectiveness and outcomes of the activities funded under their grant and to submit a final report on the effectiveness of the programs and activities funded under their grant.

Grantee Meetings
Applicants are required to include sufficient funds in the travel budget for the project director and one other person to attend one annual two-day grantee meeting in Washington, DC, and two other three-day meetings to be determined by the Department. Grant funds may be used to pay all expenses associated with attending the meetings.

IV.   PRIORITY AND SELECTION CRITERIA

Absolute Priority
We give an absolute preference to applications that meet the following priority, and fund under this competition only those applications that meet the following absolute priority: LEA projects to improve and strengthen emergency response and crisis management plans, including training school personnel, students and parents in emergency response procedures and coordinating with local law enforcement, public safety, health, and mental health agencies.

To be considered for a grant award, applications <u>must</u> include an agreement that details the participation of the LEA and the following five <u>community-based</u> partners from the local area: law enforcement, public safety, health, mental health, and the head of your local government (for example your mayor, city manager, or county executive.) The agreement must <u>detail the roles and responsibilities each of the required partners</u> will have in improving and strengthening the plan. The agreement must also reflect each partner's agreement to receive a final copy of the plan.   Finally, your agreement must include an authorized signature representing the LEA and each community-based partner.

If one or more of these five partners is not present in your community, or cannot feasibly participate, the agreement <u>must</u> explain the absence of each missing partner. Every application must include signatures representing at least the LEA and <u>two of the required five partners</u>, and <u>explanations for the absence of any of the remaining required partners</u>.

Applications that fail to include the required agreement (with signatures and explanations for missing signatures as specified) will <u>NOT BE READ.</u>

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the local educational agency.

Selection Criteria
We use the following selection criteria to evaluate applications for grants under this competition. The maximum score for all these criteria is 100 points. The maximum score for each criterion under that criterion is indicated in parentheses. We use the following criteria to evaluate applications for new grants under this competition.

1) Need for project. (25 points)
In determining the need for the proposed project, we will consider:
> a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (15 points).

Note: Under this factor we will look for a clear and convincing demonstration of significant need – such as a recent vulnerability and needs assessment—to improve and strengthen the LEA's emergency response and crisis management plan, as well as how the proposed plan will address that need.

b. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses (10 points).

Note: Under this factor we will look at the extent to which the applicant demonstrates a lack of fiscal capacity to implement needed improvements to its emergency response/crisis management plan.

2) Significance. (25 points)
 In determining the significance of the proposed project, the following factors are considered:
   a. The likelihood that the proposed project will result in system change and improvement (10 points).
   b. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population (15 points).

Note: Under this factor, we will look for the applicant's identification of the vulnerabilities to which its school facilities may be exposed and its comprehensive approach to addressing those vulnerabilities in the proposed emergency response/ crisis management plan. We expect that applicants will propose comprehensive approaches that do not solely rely on equipment and technology purchases and address the four phases of crisis planning -- mitigation/prevention, preparedness, response and recovery.

3) Quality of the project design. (35 points)
In determining the quality of the design of the proposed project, the following factors are considered:

   a. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance (10 points).

Note: Under this factor we will look for the applicant's intent to develop a plan that will respond to emerging potential crises and is practiced, updated, and revised frequently.

   b. The extent to which the design of the proposed project reflects up to date knowledge from research and effective practice (20 points).

Note: Under this factor we will look for the applicant's inclusion of the four phases (mitigation/prevention, preparedness, response, and recovery) in "Practical Information on Crisis Planning: A Guide for Schools and Communities" (available online at www.ed.gov/emergencyplan) and a clear description of how the proposed project will address those four phases.

   c. The extent to which the proposed project encourages parental involvement. (5 points)

4) Quality of the project evaluation. (5 points)
In determining the quality of the evaluation, the following factor is considered:

      a. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)

5) Quality of the management plan. (10 points)
In determining the quality of the management plan, the following factor is considered:

      a. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (10 points)

(Note: Under this criterion we will look at the quality of the applicant's planned coordination and collaboration with the head of the local government, and community-based law enforcement, public safety, health, and mental health agencies in the strengthening and improvement of the plan. This description should go beyond simply the roles and responsibilities discussed in the absolute priority.)

V.

Who is eligible to apply?
Only local educational agencies (LEAs) are eligible to apply.

Can private schools apply?
No, only LEAs can apply for funding. Private school students may receive services provided with these grant funds.

How much money is available for this program?
Approximately $38 million in total is available for these grants.

How many new awards will be made?
We anticipate making approximately 150 grant awards under this program in Fiscal Year 2003.

What must we do to prove that we plan to coordinate with local government, law enforcement, public safety, health and mental health?
This grant competition is for LEA projects to improve and strengthen emergency response and crisis management plans, including training school personnel, students and parents in emergency response procedures and coordinating with the local community-based law enforcement, public safety, health, and mental health agencies, as well as the head of the local government. The absolute priority for this competition requires that applicants collaborate with these partners in the review and revising of their plans. Applicants that do not provide signatures of <u>at least two</u> of these partners, along with descriptions of each partner's roles and responsibilities in the strengthening and improving of plans will not be read.

It is important to ensure that necessary partners are familiar with your schools, facilities, and your students <u>before</u> an event occurs. Therefore, we require you work with them, drawing on their knowledge and expertise as you review and revise your emergency response plan, and then provide them with a copy of the final plan. We understand that not all applicants may, for specific reasons, be able to include all these partners in the improving and strengthening of their plan. Your application is eligible if you only have two signatures from the list of partners, but please provide explanations when you submit fewer than all five signatures. We strongly encourage participation and coordination of all these partners, for the safety of your students and the successful implementation of your plan. You may use the certification page provided in this application package to obtain the signatures and details of the roles and responsibilities.

Can we coordinate with more than five partners?
Absolutely. We only require that you demonstrate (with signatures and descriptions of their responsibilities) coordination with at least two the partners in our list, but if you would like to coordinate with others (perhaps public works or transportation departments), you are more than welcome to.

What do you mean by "law enforcement," "public safety," "health," "mental health," and "head of local government"?

These labels mean different things to different people. The most relevant "law enforcement" to your plan may be your sheriff's office or the police chief. "Public safety" may be your local fire department or the community-based emergency medical services entity. "Health" may be the community health organization or the head of the local public health agency. "Mental health" may be the local agency that provides mental health services to children. "Head of local government" may be the mayor, the county executive, the city manager, or the head of the town council. While different localities have different names for these entities, what is important is that you include high-level community-based representatives in the strengthening and improving of your plan, so that they are familiar with your schools and their students *before* a crisis occurs.

What is the average amount of each grant?

Awards will range from $100,000 to $500,000. We estimate that: a small school district (with 1-20 school facilities) will need up to $100,000 for the 18-month period; a medium-size school district (with between 21 and 75 school facilities) will need a maximum of $250,000 for the 18-month period; and a large-size school district (with 76 or more school facilities) will need a maximum of $500,000 for the 18-month period. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. Applicants can apply for <u>less</u> than the average range of these awards as stated above. These figures represent estimates and are not binding.

What is the goal of this program?

The grants can be used for strengthening and improving school safety plans in a comprehensive manner.

How do I count the number of school facilities in my area?

When indicating whether you are a small, medium or large district (according to the categories given on page 6 under "Estimated Range of Awards"), please give a count of your facilities. When counting facilities, please count school sites, or campuses, but not individual structures. For example, if one of your schools has 2 trailers and one permanent school building on its campus, please count that school as only one facility, not three.

What is a vulnerability assessment?

A vulnerability assessment is the process you use to determine the kinds of hazards the schools in your area may encounter. It is important to take a look around your district and determine what might cause danger so that you can as prepared as possible. Working with the police, the fire department, the emergency medical services, the department of transportation, and other government agencies will be very helpful in assessing these vulnerabilities. They will help you determine what your vulnerabilities are. For example, are your students near a nuclear plant? Are your schools located near railroad tracks, or major highways where crashes may occur and endanger students, or put them in harm's way? Is your area prone to earthquakes or hurricanes? It is important to prepare for the kinds of emergencies or crises you may encounter. It is important to prepare for social and emotional environments that may lead to crises, as well.

What does mitigation mean?
In this application and in the Department's Guide on emergency planning, "mitigation" refers to taking action to reduce the impact of a crisis. For example, while school administrators and teachers cannot avoid an earthquake, they may be able to *mitigate* the impact of one on their school and students by securing bookcases so that they don't fall down, and training students and staff how to protect themselves during tremors. Another example is taking inventory of your school location to determine if it might be vulnerable to a terrorist threat with any nearby nuclear power plants, railroad tracks, or any potential hazard.

Is there a matching requirement?
No.

My district doesn't have an indirect cost rate. How do I get one?
LEAs should check with their state educational agency if they do not have a negotiated indirect cost rate. For more information about indirect cost rates, visit
www.ed.gov/offices/OCFO/intro.html

Can this money be used for professional development workshops for teachers and other educators?
Yes, as long as the activities directly support the purposes of the grant.

Can funds be used to hire safety personnel?
No, this is not a hiring grant.

Can we use these funds to hire consultants?
Yes, provided the fees are reasonable and necessary to carry out the purpose of the grant. Applicants should be sure to fully substantiate all expenditures in the budget narrative.

Can we use these funds to buy safety and security equipment?
Yes, applicants may propose to use a small portion of these funds to buy safety and security equipment and technology. However, applicants who propose in their application to use these funds primarily to buy safety and security equipment will NOT score highly on their application, and will decrease their chances of receiving funds. The selection criteria for this competition call for a comprehensive, systematic, coordinated improvement of emergency response plans, and applications that only request funds for technology and equipment are not meeting those criteria.

What is the project and budget period for these grants?
Projects are to be completed in 18 months. A single budget period (18-month) should be detailed on the budget form.

Can a copy of my application be shared with public?
The Department will provide a copy of your application upon notifying the person who produced and submitted the application and in accordance with the Freedom of Information Act (FOIA). FOIA was enacted in 1966 and provides that any person has the right to request access to Federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them except for those records that are protected from disclosure by the nine exemptions list in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm

VI. APPLICATION CONTENTS

A. Preparing the Application
A completed application for assistance under this competition consists of **two parts:**

    (1) **all forms and assurances** that must be submitted in order to receive a grant and
    (2) **a detailed narrative description** of the proposed project **and the budget** to support it.

B. Organizing the Application
We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier.

1. ED Form 424. This is the title page of your application. Make sure that block 4 identifies the number of this competition: CFDA# 84.184E.

2. Table of Contents. Include a one-page table of contents.

3. Program Abstract. Provide a one-page, double-spaced abstract that describes the need to be addressed by the project, summarizes the proposed activities, and identifies the intended outcomes.

4. Program Narrative. Applicants should provide a program narrative that describes the proposed project, including the goals, objectives and activities. The narrative should address all criteria and all of the factors under each criterion and address the 4 phases of planning activities: mitigation/prevention; preparedness; response; recovery. The pages of the narrative section must be numbered and should be limited to 25 typed double spaced pages, font size 12 point, printed only on one side, with a 1 inch margin on all sides. It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

5. Budget. Use the Budget Information Form (ED Form 524), or facsimile, to prepare a complete budget for the project. Provide amounts for all major budget categories.

6. Budget Narrative. Applicants should provide a detailed explanation for all funds requested on the Budget Form (ED Form 524). In explanation of funds requested, you must indicate whether you are a small, medium, or large district (according to breakdown given on page 6 under "Estimated Range of Awards"). Costs should be broken down according to the categories on the budget summary form. Explain the basis used to estimate all costs for each budget category. Provide a detailed explanation for any costs that appear unusual and describe how those costs relate to the proposed activities. The narrative should provide enough detail for reviewers to easily understand how costs were determined and how they relate to the goals and objectives of the project.

C. Assurances
This application package includes the following—Assurances-Non-Construction Programs Certification and Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (Standard Form 424B, ED 80-013). By signing the Standard Form 424B, the applicant agrees to abide by requirements

regarding drug-free workplace, debarment, and environmental tobacco smoke.

D. Appendices
Please note: The Appendices do not count toward the total page limitations that apply to the program narrative. Please do not include video tapes, CD-ROMs, photographs or floppy disks. We will not be able to review them nor return them. This section should contain any supplementary information that applicants may choose to submit in support of applicant's capacity and preparation to undertake the proposed project.

The agreement detailing roles and responsibilities and required signatures of cooperating entities -- local education agency, local government, community-based law enforcement, public safety, health and mental health – should be included as an appendix to the application. Do not include budget or program narrative information in this section.

The ED Forms required to submit the application package are available electronically at the following web site: http://www.ed.gov/offices/OCFO/grants/appforms.html

The following items should be included as appendices to the application.

Forms
The following forms are required in all applications and are included in this package:

- Application for Federal Education Assistance **(ED Form 424)**
- Budget Information Form **(ED Form 524)**
- Assurances - Non-Construction Programs **(Standard Form 424B)**
- Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements **(ED Form 80-0013)**
- Disclosure of Lobbying Activities **(Standard Form LLL)**
- Lower Tier Covered Transactions **(ED Form 80-0014)**

Forms may be photocopied. Forms are also available electronically from the following Web site: http://www.ed.gov/offices/OCFO/grants/appforms.html

General Education Provisions Act (GEPA) Section 427
Section 427 of GEPA affects applicants for new discretionary grant awards under this program. *Please note: All applicants for new awards must include information in their applications to address this provision, summarized below, in order to received funding under this program.*

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability*, or *age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a

clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Please note: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples
The following examples help illustrate how an applicant may comply with section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0009. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. <u>If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to</u>: U.S. Department of Education, Washington, DC 20202-4651. <u>If you have comments or concerns regarding the status of your individual submission of this form, write directly to</u>: Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E300, Washington, DC 20202-6123.

VII. INSTRUCTIONS FOR TRANSMITING APPLICATIONS

Note: Some of the procedures in these instructions for transmitting applications differ from those in the Education Department General Administrative Regulations (EDGAR) (34 CFR 75.102). Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these amendments make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Secretary has determined that proposed rulemaking is not required.

Pilot Project for Electronic Submission of Applications

In FY 2003, the U.S. Department of Education is continuing to expand its pilot project for electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The Emergency Response and Crisis Management Grant Competition (CFDA #84.184E) is one of the programs included in the pilot project. If you are an applicant under the Emergency Response and Crisis Management Grant Competition, you may submit your application to us in either electronic or paper format.

The pilot project involves the use of the Electronic Grant Application System (e-Application) portion of the Grant Administration and Payment System (GAPS). Users of e-Application will be entering data on-line while completing their applications. You may not e-mail or fax your grant application to us . If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will be saved into a database. We request your participation in e-Application. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in this e-Application pilot project, please note the following:

- Your participation is voluntary.
- You will not receive any additional point value because you submit a grant application in electronic format, nor will we penalize you if you submit your application in paper format. When you enter the e-Application system, you will find information about its hours of operation.
- You may submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the Application for Federal Education Assistance (ED 424) after following these steps.
- Print ED 424 from the e-Application system.
- The institution's Authorizing Representative must sign this form.
- Place the PR/Award number in the upper right hand corner of the hard copy signature page of the ED 424.
- Fax the signed ED 424 to the Application Control Center at 202/260-1349.
- We may request that you give us original signatures on all other forms at a later date.
- Applications may not be emailed or faxed.

- Closing Date Extension in Case of System Unavailability: If you elect to participate in the e-Application pilot for the Emergency Response and Crisis Management Grant Competition and you are prevented from submitting your application on the closing date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension:

    (1) You must be a registered user of e-Application, and have initiated an e-Application for this competition; and

    (2) (a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30am and 3:30pm (Eastern Time), on the deadline date; or

    (2) (b)The e-Application system must be unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30pm and 4:30pm (Eastern Time)) on the deadline date. The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension you must contact either Connie Deshpande or Jennifer Medearis by e-mail (connie.deshpande@ed.gov; jennifer.medearis@ed.gov) and/or telephone (Connie Deshpande: 202-401-2140; Jennifer Medearis: 202-260-5571) or (2) the e-Grants help desk at 888/336-8930.

You may access the electronic grant application for the Emergency Response and Crisis Management Grant Competition at http://e-grants.ed.gov or http://www.ed.gov/emergencyplan

We have included additional information about the e-Application pilot project (see Parity Guidelines between Paper and Electronic Applications) elsewhere in this package.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

If You Send Your Application by Mail
You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Mail your application to U.S. Department of Education, Application Control Center, Attention: CFDA #84.184E, ROB 3 – Room 3671, 7th and D Streets, SW, Washington, DC 20202-4725.

You must show one of the following as proof of mailing.
1. A legibly dated U.S. Postal Service postmark
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service
3. A dated shipping label, invoice, or receipt from a commercial carrier
4. Any other proof of mailing acceptable to the Secretary

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing.
1. A private metered postmark
2. A mail receipt that is not dated by the U.S. Postal Service

<u>If You Deliver Your Application by Hand</u>
You or your courier must hand deliver the original and two copies of the application by 4:30pm (Eastern Time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Deliver your application to U.S. Department of Education, Application Control Center, Attention: #84.184E, ROB 3 – Room 3671, 7th and D Streets, SW, Washington, DC 20202-4725.

The Application Control Center accepts application deliveries daily between 8:00am and 4:30pm (Eastern Time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

<u>If You Submit Your Application Electronically</u>
You must submit your grant application through the Internet using the software provided on the e-Grants Web site (http://e-grants.ed.gov) by 4:30pm (Washington, D.C.) on the deadline date. Applications sent by fax or email will not be accepted.

The regular hours of operation of the e-Grants Web site are 6:00am until 12:00 midnight (Eastern Time) Monday-Friday and 6:00am until 7:00pm (Eastern Time) Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays. Please note that on Wednesdays the Web site is closed for maintenance at 7:00pm (Eastern Time).

<u>Notes</u>
1. The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.
2. If you send your application by mail or if you or your courier delivers it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you. If you do not receive the notification of application receipt within 15 days from the date of mailing the application, you should call the U.S. Department of Education Application Control Center at 202/708-9493.
3. If your application is late, we will notify you that we will not consider the application.
4. You must indicate on the envelope and, if not provided by the Department, in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 11/30/2004)) the CFDA number, and suffix letter, if any, of the competition under which you are submitting your application.
5. If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgement when we receive your application.

<u>Parity Guidelines Between Paper and Electronic Applications</u>
In Fiscal Year 2003, the U.S. Department of Education is continuing to expand the pilot project that allows applicants to use an Internet-based electronic system for submitting applications. This competition is among those that have an electronic submission option available to all applicants. The system, called e-Application, allows an applicant to submit a grant application to us electronically, using a current version of the applicant's Internet browser. To see e-Application, visit the following address: http://e-grants.ed.gov.

Users of e-Application, a data driven system, will be entering data on-line while completing their applications. This will be more interactive than just e-mailing a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically,

the data you enter on-line will go into a database and ultimately will be accessible in electronic form to our reviewers.

This pilot project continues the Department's transition to an electronic grant award process. In addition to e-Application, the Department plans to expand the number of discretionary programs using the electronic peer review (e-Reader) system and to increase the participation of discretionary programs offering grantees the use of the electronic annual performance reporting (e-Reports) system. To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere to the following guidelines.

- Submit your application on 8 ½" by 11" paper.
- Leave a one-inch margin on all sides.
- Use consistent font throughout your document. You also may use boldface type, underlining, and italics. However, please do not use colored text.
- Please also use black and white for illustrations, including charts, tables, graphs, and pictures.
- For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document.

Number of Copies of Applications

All applicants are required to submit one signed original and two copies of their applications (**unbound**). To expedite our review of your application, you also are requested to submit one additional copy, but are not required to do so and will not be penalized.

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U. S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under "Applications Sent by Mail," the follow the instructions for "Applications Delivered by Hand."

Grant Application Receipt Acknowledgement

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call the U.S. Department of Education's Application Control Center at (202) 708-9493.

VIII. INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on processes for State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact (SSPOC) to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing of the Single Point of Contacts for each State is included in this application package. A copy of the applicant's letter to the State Single Point of Contact must be included with this application.

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by August 29th, 2003, to the following address: The Secretary, EO 12372-- CFDA # 84.184E, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30pm (Eastern Time) on June 30th, 2003. Please do not send applications to this address.

State Single Points of Contact

Note: This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan at 202-395-3120 at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list also is published biannually in the Catalog of Federal Domestic Assistance.

ARKANSAS
Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 West 7th Street, Room 412
Little Rock, AR 72203
Phone: 501/682-1074
Fax: 501/682-5206
E-mail: tlcopeland@dfa.state.ar.us

CALIFORNIA
Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, CA 95812-3044
Phone: 916/445-0613
Fax: 916/323-3018
E-mail: state.clearinghouse@opr.ca.gov

DELAWARE
Charles H. Hopkins
Executive Department
Office of the Budget
540 South Dupont Highway, 3rd Floor
Dover, DE 19901
Phone: 302/739-3323
Fax: 302/739-5661
E-mail: chopkins@state.de.us

DISTRICT OF COLUMBIA
Luisa Montero-Diaz
Office of Partnerships and Grants Development
Executive Office of the Mayor
District of Columbia Government
441 4th Street, NW, Suite 530 South
Washington, DC 20001
Phone: 202/727-8900
Fax: 202/727-1652
E-mail: opgd.eom@dc.gov

FLORIDA
Jasmine Raffington
Florida State Clearinghouse
Department of Community Affairs
2555 Shumard Oak Boulevard
Tallahassee, FL 32399-2100
Phone: 850/922-5438
Fax: 850/414-0479
E-mail: clearinghouse@dca.state.fl.us

GEORGIA
Georgia State Clearinghouse
270 Washington Street, SW
Atlanta, GA 30334
Phone: 404/656-3855
Fax: 404/656-7901
E-mail: gach@mail.opb.state.ga.us

ILLINOIS
Virginia Bova
Dept. of Commerce and Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
Phone: 312/814-6028
Fax: 312/814-8485
E-mail: vbova@commerce.state.il.us

IOWA
Steven R. McCann
Division of Community and Rural Development
Iowa Department of Economic Development
200 East Grand Avenue
Des Moines, IA 50309
Phone: 515/242-4719
Fax: 515/242-4809
E-mail: steve.mccann@ided.state.ia.us

KENTUCKY
Ron Cook
Department for Local Government
1024 Capital Center Drive, Suite 340
Frankfort, KY 40601
Phone: 502/573-2382
Fax: 502/573-2512
E-mail: ron.cook@mail.state.ky.us

MAINE
Joyce Benson
State Planning Office
184 State Street, 38 State House Station
Augusta, ME 04333
Phone: 207/287-3261
Fax: 207/287-6489
E-mail: joyce.benson@state.me.us

MARYLAND
Linda Janey
Manager, Clearinghouse and Plan Review Unit
Maryland Office of Planning
301 West Preston Street, Room 1104
Baltimore, MD 21201-2305
Phone: 410/767-4490
Fax: 410/767-4480
E-mail: linda@mail.op.state.md.us

MICHIGAN
Richard Pfaff
Southeast Michigan Council of Governments
535 Griswold, Suite 300
Detroit, MI 48226
Phone: 313/961-4266
Fax: 313/961-4869
E-mail: pfaff@semcog.org

MISSISSIPPI
Cathy Mallette
Clearinghouse Officer
Department of Finance and Administration
1301 Woolfolk Building, Suite E
501 North West Street
Jackson, MS 39201
Phone: 601/359-6762
Fax: 601/359-6758

MISSOURI
Angela Boessen
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Truman Building, Room 840
Jefferson City, MO 65102
Phone: 573/751-4834
Fax: 573/522-4395
E-mail: igr@mail.oa.state.mo.us

NEVADA
Heather Elliott
Department of Administration
State Clearinghouse
209 East Musser Street, Room 200
Carson City, NV 89701
Phone: 775/684-0209
Fax: 775/684-0260
E-mail: helliott@govmail.state.nv.us

NEW HAMPSHIRE
Jeffrey H. Taylor
Director
New Hampshire Office of State Planning
Attn: Intergovernmental Review Process
2½ Beacon Street
Concord, NH 03301
Phone: 603/271-2155
Fax: 603/271-1728
E-mail: jtaylor@osp.state.nh.us

NEW MEXICO
Ken Hughes
Local Government Division
Room 201, Bataan Memorial Building
Santa Fe, NM 87503
Phone: 505/827-4370
Fax: 505/827-4948
E-mail: khughes@dfa.state.nm.us

NORTH CAROLINA
Jeanette Furney
Department of Administration
1302 Mail Service Center
Raleigh, NC 27699-1302
Phone: 919/807-2323
Fax: 919/733-9571
E-mail: jeanette.furney@ncmail.net

NORTH DAKOTA
Jim Boyd
Division of Community Services
600 East Boulevard Avenue, Dept. 105
Bismarck, ND 58505-0170
Phone: 701/328-2094
Fax: 701/328-2308
E-mail: jboyd@state.nd.us

RHODE ISLAND
Kevin Nelson
Department of Administration
Statewide Planning Program
One Capitol Hill
Providence, RI 02908-5870
Phone: 401/222-2093
Fax: 401/222-2083
E-mail: knelson@doa.state.ri.us

SOUTH CAROLINA
Omeagia Burgess
Budget and Control Board
Office of State Budget
1122 Ladies Street, 12th Floor
Columbia, SC 29201
Phone: 803/734-0494
Fax: 803/734-0645
E-mail: aburgess@budget.state.sc.us

TEXAS
Denise S. Francis
Director, State Grants Team
Governor's Office of Budget and Planning
P.O. Box 12428
Austin, TX 78711
Phone: 512/305-9415
Fax: 512/936-2681
E-mail: dfrancis@governor.state.tx.us

UTAH
Carolyn Wright
Utah State Clearinghouse
Governor's Office of Planning and Budget
State Capitol, Room 114
Salt Lake City, UT 84114
Phone: 801/538-1535
Fax: 801/538-1547
E-mail: cwright@gov.state.ut.us

WEST VIRGINIA
Fred Cutlip
Director, Community Development Division
West Virginia Development Office
Building #6, Room 553
Charleston, WV 25305
Phone: 304/558-4010
Fax: 304/558-3248
E-mail: fcutlip@wvdo.org

WISCONSIN
Jeff Smith
Section Chief, Federal/State Relations
Wisconsin Department of Administration
101 East Wilson Street, 6th Floor
P.O. Box 7868
Madison, WI 53707
Phone: 608/266-0267
Fax: 608/267-6931
E-mail: jeffrey.smith@doa.state.wi.us

AMERICAN SAMOA
Pat M. Galea'i
Federal Grants/Programs Coordinator
Office of Federal Programs
Office of the Governor/Dept. of Commerce
American Samoa Government
Pago Pago, AS 96799
Phone: 684/633-5155
Fax: 684/633-4195
E-mail: pmgaleai@samoatelco.com

GUAM
Director
Bureau of Budget and Management Research
Office of the Governor
P.O. Box 2950
Agana, GU 96910
Phone: 011-671-472-2285
Fax: 011-671-472-2825
E-mail: jer@ns.gov.gu

PUERTO RICO
Jose Caballero/Mayra Silva
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, PR 00940-1119
Phone: 787/723-6190 Fax: 787/722-6783

NORTH MARIANA ISLANDS
Jacoba T. Seman
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Office of Management and Budget
Office of the Governor
Saipan, MP 96950
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Fax: 670/664-2272
omb.jseman@saipan.com

VIRGIN ISLANDS
Ira Mills
Director, Office of Management and Budget
#41 Norre Gade Emancipation Garden Station, 2nd Floor
St. Thomas, VI 00802
Phone: 340/774-0750
Fax: 340/776-0069
E-mail: irmills@usvi.org

Note: This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan at 202/395-3120 at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list also is published biannually in the Catalog of Federal Domestic Assistance.

IX. Partner Certification

To be considered for an Emergency Response and Crisis Management grant award, all local education agencies (eligible applicants) must include signatures from *at least two of the five partners listed*, along with details of the roles and responsibilities of each partner in the improvement of the plan. We provide the following page to help you obtain the necessary signatures.

You may choose another format to obtain necessary signatures and descriptions of roles. However, to be considered, you MUST have at least two partner signatures -- AND in every space where you don't have a partner signature, you must provide an explanation as to why that signature is missing.

Providing only signatures does NOT fulfill the absolute priority. In addition to providing signatures, each partner must detail its role and responsibility in the strengthening and improving of the crisis management plan, and agree to receive a final copy of the plan.

Applications that do not both provide 1) at least two of the five signatures and 2) also include a description of each partner's roles and responsibilities will NOT BE READ.

Authorized signature representing LEA:

_____

1.	Below is a signature representing our **community-based law enforcement agency** (i.e. local police, sheriff's office whose jurisdiction covers a majority of the schools in the district):

Signature:_____Title:_____

Description of roles and responsibilities in the strengthening and improving of the plan:
_____
_____
_____
_____
_____
_____
_____
_____
_____

We are unable to include this signature for the following reason(s):
_____
_____
_____

2.   Below is a signature representing our **local community-based public safety agency** (i.e. Emergency Management Services or Fire Department):

Signature:_____Title:_____

Description of roles and responsibilities in the strengthening and improving of the plan:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

We are unable to include this signature for the following reason(s):
_____
_____
_____

3.   Below is a signature representing our **local community-based public health agency**:

Signature:_____Title:_____

Description of roles and responsibilities in the strengthening and improving of the plan:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

We are unable to include this signature for the following reason(s):
_____
_____
_____

4.   Below is a signature representing our **local community-based mental health agency**:

Signature:_____Title:_____

Description of Roles and Responsibilities in the strengthening and improving of the plan:
_____
_____
_____
_____
_____
_____
_____
_____
_____

We are unable to include this signature for the following reason(s):
_____
_____
_____

5.   Below is a signature of the **head of our local government** (i.e. the county executive, the mayor, the county manager, head of the town council):

Signature:_____Title:_____

Description of Roles and Responsibilities in the strengthening and improving of the plan:
_____
_____
_____
_____
_____
_____
_____
_____
_____

We are unable to include this signature for the following reason(s):
_____
_____
_____

X.   APPLICATION CHECKLIST

Use This Checklist in Preparing the Application Package: (Please submit this completed checklist with your application).

_____ Signatures AND details of involvement from law enforcement, public safety, health, mental health and the chief executive officer (we recommend you use the Partner Certification Requirement provided for the signatures)

_____An original and three copies of the application are enclosed. Each page of the application is numbered consecutively.

_____All forms in the original application that require a signature are signed in **black** ink.

_____Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit DUNS Number and Tax Identification Number.

_____A one-page project abstract

_____A narrative description of the project

_____A budget summary page and supporting budget narrative.

_____All applications must include the required forms, assurances and certifications. Required forms listed below:

      (1) ED 424 – Application for Federal Assistance and Instructions
      (2) ED 524 – Budget Information, Non-Construction Programs and Instructions
      (3) SF 424B – Assurances, Non-Construction Programs
      (4) ED80-0013 – Certifications Regarding Lobbying; Debarment, Suspension & Other Responsibility Matters; and Drug-Free Workplace Requirements
      (5) ED80-0014 – Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion – Lower Tier Covered Transactions
      (6) SF LLL – Disclosure of Lobbying Activities and Instructions

_____GEPA Section 427 Requirement

_____A copy of the letter to the State Single Point of Contact (see page 28)

XI.   OTHER INFORMATION AND FORMS

For further information contact:

Connie Deshpande or Jennifer Medearis
Office of Safe and Drug-Free Schools
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6450

Connie Deshpande:
Email: Connie.Deshpande@ed.gov
Phone: (202) 401-2140

Jennifer Medearis
Email: Jennifer.Medearis@ed.gov
Phone: (202) 260-5571

Individuals who use a telecommunications devise for the deaf (TDD) may call the Federal Information Relay Service (FIRS) @ 1-800-877-8339 Monday through Friday between 8:00 a.m. and 8:00 p.m. (EDT).

Information about other funding opportunities, including copies of application notices for discretionary grants competitions can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Service (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at http://www.ed.gov/money.html.